

the  
**AMERICAN TEACHER**

magazine

# APPLE FOR A JET AGE TEACHER

## FACELESS INFORMERS

## SOCIAL SECURITY FOR TEACHERS

## DISCIPLINE or DISORDER

# The President's Page

By Carl J. Megel

IT IS a distinct privilege to address myself to the members of the *American Federation of Teachers* through the new *American Teacher Magazine*.

Your Executive Council, at its post convention meeting, worked harmoniously to promote and advance the *American Federation of Teachers* by increasing and improving services. A beginning was made to expand the organizational program and to improve our publications. This magazine, in new format, will be followed by a newspaper in January, alternating thereafter. Greater membership participation in our publications is being planned. We will see an improvement as more and more locals and members send ideas and suggestions.

**M**EMBERSHIP CAMPAIGN: October was proclaimed *Membership Month*. Locals across the nation joined in a united program to increase their membership and strength, to work for better schools and the welfare of teachers. Your officers have done an excellent job, and we are tremendously encouraged by the success of the drive. Nevertheless, we now solicit each and every one of our members to help us. The business of membership is a continuing one and the October "kick off" should be considered only the beginning.

Members of all locals should be interested in promoting membership to help their local attain a majority. Sixty-four locals reached their quotas last year and received citation awards at the national convention. Awards will again be given to all locals making their quota at the convention in August, 1955.

**E**VENTS MOVING FAST: Events affecting teachers and education move so rapidly it is difficult to account for all of them. The passage of the social security amendments enable teachers to get social security benefits if they wish, but involves complications that require intensive study. Your decisions on this will have far-reaching consequences not only to teachers but to the *American Federation of Teachers*. Information has been sent to state and local officers by our Washington representative, Miss Selma M. Borchardt, as well as by myself. In addition, this issue of *The American Teacher* contains an article by A. A. Weinberg, a pension consultant actuary for the Chicago Teachers' Pension Fund as well as many others. Mr. Weinberg's directions and suggestions were instrumental in securing for the St. Paul teachers an improvement in their present pension system, which now ranks with the best.

**T**HE A.F. OF L. CONVENTION: The convention of the American Federation of Labor was attended by five delegates of the *American Federation of Teachers*, Edward Irwin, Herrick Roth, Selma M. Borchardt, Arthur Elder and myself. All expressed the feeling which I shared, that the delegates to this convention obtained a better understanding of American economic conditions and political philosophy than could be secured from any other source.

The Report of the Education Committee, adopted without



MR. MEGEL

dissent, supported the Supreme Court decision for desegregation; the replacing of dilapidated school books; improved library services; assistance for vocational education and apprenticeship training; federal aid for education; protested unauthorized use of confidential information in dismissal of teachers; suggested proposals for improving the welfare of children and urged continued emphasis on support of activities of UNESCO.

**L**OCALS VISITED: While we were in California, Vice-Presidents Irwin and Roth and I visited many locals in the Los Angeles and San Francisco area and attended Executive Board meeting at the *California State Federation of Teachers*. Mr. Roth and I then visited all of our locals in Utah. We were tremendously encouraged by the enthusiasm and receptiveness found everywhere to the program and policies of the *American Federation of Teachers*. This enthusiasm also prevailed in Florida, Baltimore and Washington in my meetings and conferences with locals there. With such support, our goal of 50,000 members by May, 1955, will become a reality.

**O**THER MEETINGS ATTENDED: The *American Federation of Teachers* was honored by my appointment to the Commission (the executive board) of UNESCO, meeting in Milwaukee. Vice-president Trimble and I were representatives to the annual conference of the American Council on Education, meeting in Chicago; Mr. Trimble participating in a panel.

Early in 1954 President Eisenhower set up a Commission on Inter-Governmental Relations, to study and report on various governmental agencies. I was a representative to the sub-committee on education. My appointment proved fortunate since I was the only member to present the view of the *American Federation of Teachers* and the A.F. of L.

The majority of members, over my objection, approved a statement saying emphatically that it is not a function of the federal government to finance education. My opposition was expressed by writing a strong statement favoring federal aid.

I call this to your attention because my membership on the committee may be used to say that the *American Federation of Teachers* is not in favor of federal aid to education. Nothing could be more incorrect.

Our struggle for federal aid will continue because it is our firm conviction that the federal government is the only agency which has the means to provide the revenue for the rehabilitation of the American school system. The new Congress meeting in January will have before it recommendations for a satisfactory federal aid program.

The education of today's children cannot wait. These are the precious days of their lives and every day lost in an overcrowded classroom can never be regained. While we have many thousands of under-privileged boys and girls, all school children today are being short-changed educationally.

# The American Teacher Magazine

Volume 39, Number 2

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## A Merry Christmas To You

### Notice To Subscribers

Beginning with this issue, The American Teacher Magazine will be published as a school year quarterly in October, December, February and April. The American Teacher, tabloid newspaper, will be published in September, November, January, March and May.

Subscription to The American Teacher Magazine, \$1.50 per year; to The American Teacher, tabloid newspaper, \$1.00 per year. Both for \$2.50 per year.

### THE TEACHER

By Bernice A. Stevens

Apart, within the shadow of the stair,  
She stood, and watched them run and shove about,  
And heard them mouth inanities, and shout  
Quaint imbecilities to fertile air.

To her mind's sharp remonstrance, she replied,  
"These are our future citizens," and sighed.

Then down the hall came Ann, gray eyes bemused  
With poetry; and Alan paused to call,  
"We've licked that big experiment at last!"  
Paul, one crutch embraced, adroitly used  
Its mate to hold the door, while Shirley passed,  
Still carolling, from music-room to hall.

Beneath the stair, the watcher's voice was mild.  
"Our future citizens," she said—and smiled.

### ON OUR COVER

Teacher on the cover of this issue is Mrs. Barbara Hanson Garrett, 23, third grade teacher in Lawson elementary school, Chicago, charter member of Phi Gamma Mu, national social studies honor society, and since graduation an A.F. of T. member.

After graduating from Rosary college, River Forest, Ill., she passed the Chicago Board of Education examination with a grade among the top few. Her husband, Lt. Gill M. Garrett, army jet pilot, is a 97-mission Korean war veteran, once shot down over the China sea.

Mrs. Garrett is of a family of teachers. Two aunts, Mrs. Mary McGovern and Mrs. Virginia Byrne, are teachers in Chicago schools.

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Editor: Marie L. Caylor

### Editorial Advisory Committee:

James L. Fitzpatrick  
Turner H. Trimble  
Carl J. Megel

# FOR THE NATION'S CHILDREN



MR. MEANY

## We Seek Modern Schools!

By **GEORGE MEANY**

*President, American Federation of Labor*

Permit me to extend my personal and official greetings to the editors and readers of The American Teacher Magazine of the American Federation of Teachers.

As many of you know, the American Federation of Labor has pioneered in the field of public education. We seek expansion and modernization of school facilities for the nation's children, improved salary and working standards for teachers and full freedom of education, without the obnoxious influence of pressure groups on school curricula and textbook content.

In our judgment, this can be accomplished only through an effective program of Federal aid to education. Thus far, our efforts to obtain adoption of such a program have been blocked. But we are gaining ground and are determined to keep on fighting until we have won our objective. Labor is convinced that America will soon wake up to the imperative necessity of developing her human resources through constructive improvement of the school system.

I am confident that The American Teacher Magazine in its new format will make an important contribution to public enlightenment on this vital problem.

# COLORADO

# FIGHTS FACELESS INFORMERS



MR. ROTH

The West's Great Newspapers Join the *Colorado Federation of Teachers* in a Battle Against "Witch Hunting," and Teacher Firings Without Hearings Become a National Issue. Here is the Story Told by One Who is in the Thick of It.

By HERRICK S. ROTH\*

**G**UILT by hearsay, overtones of racial prejudice, refusal of due process, political arrogance and arbitrary, secret school administration actions all highlight a *cause célèbre* which is still exploding in Colorado over the dismissal last spring of four public school teachers and will reper-  
cuss in the Colorado legislature next year.

It began when a voice at the other end of a telephone line said: "I have just been notified that I will not be re-employed next year."

The report was not an unusual one just before April 15, 1954, or in the same period of any previous year, in the office of the *Colorado Federation of Teachers*. It was the time in Colorado commonly referred to as the "Open Season" on teachers.

The state's tenure laws provide that any teacher who has not completed his first three consecutive probationary years of teaching in the same school shall be notified before that date if he is not to be re-employed in the same district the ensuing year.

No reason need be given for the dismissals, or, as school attorneys call them, "non-renewals," if the teacher is

still on probation. But this time verbal reason was given to the teacher phoning in, and this time the reason was unusual.

The teacher, whom we will call *Teacher A*\*\* was not an A.F. of T. member, but nonetheless the Colorado Federation's professional standards committee decided very quickly that the case merited investigation. Here is what its inquiry revealed:

1—*Teacher A was considered a competent teacher. He had been scheduled for re-employment on recommendation of his school administration.*

2—*But his superintendent had told him that a report of the "attorney general" from a supposedly reliable informant had caused a change in the decision, and that he (the superintendent) believed there was no alternative than to give notice of non-renewal under the tenure law.*

3—*What was in the report? Comments about times and places the teacher had been seen in meetings of "subversive" organizations, and something about posting bulletins on student bulletin boards while he was in college. The "allegations" in the "re-*

*port" pre-dated 1951.*

Who was the "attorney general" mentioned? Was he federal or state? The Colorado Federation was not long in finding out, because *Teacher A*'s phone call was followed within a week by the visits of two other teachers to the federation's office with similar inquiries.

These teachers, too, were non-federation members, and they came from different school districts. One, whom we shall call *Teacher B*, did not know what the charges for non-renewal were. He did know that he had an excellent rating in teaching performance by his principal and supervisor in the state's largest school system.

His unexplained notice of termination had arrived without warning. His principal would not discuss the matter with him. He had been unable to make an appointment with his superintendent.

*Teacher C* had a story much like that of *Teacher A*. Her superintendent had asked for her resignation without giving reasons, while admitting that her teaching ability and performance were not in question. After she consented to resign, however, a statement from the "Attorney General" was shown to her. The unsupported "evidence" alleged pro-commu-

\*\*While the names of the teachers referred to have been published in Colorado, the writer and *The American Teacher Magazine* feel there is no reason to identify them in this article.

nist affiliations in Teacher C's college days.

The Colorado Federation of Teachers faced the "Attorney General" in question, whom it identified as Duke Dunbar, the state attorney general. In the conference, conducted with the assistance of George Cavender, president of the Colorado State Federation of Labor, the following were confirmed:

Preceding the April 15 "Open Season" on teachers, Gov. Dan Thornton of Colorado had given the attorney general "reliable informant dossiers" on "eight or nine teachers."

The governor had asked the attorney general to pass the information along to school boards with the recommendation that they "do something." The "information" was channeled to the indicated districts through Dr. H. Grant Vest, the state commissioner of education.

The attorney general told C.F. of T. officials that in addition to the three teachers whose cases were under discussion, he had dossiers on teachers which had not yet been acted upon. Two of these teachers had not been discharged by their boards because they had the protection of tenure and hearings would have been compulsory. One of these, a professor at a state in-

"Teachers have been 'summarily discharged' by school boards acting on anonymous and hearsay information without the teachers being allowed to know the charges or face their accusers, or being given the opportunity to defend themselves under due process of law as provided by the Constitution of the U.S., and

"There is evidence that official governmental agencies are transmitting hearsay information to school board officials without the sources of the information being disclosed, and

"The dangers inherent in this type of procedure to our basic democratic processes are well known and also could easily become more far-reaching and could undermine our democratic strength if such action goes unchallenged by right thinking citizens or citizen groups who believe strongly in our constitutional guarantees."—Adopted as policy on recommendation of the Colorado Federation of Teachers, by the 37th annual convention of the American Federation of Teachers, 1954, in Chicago.

stitution of higher learning, retained his job because the university president supported the three Democratic members of the Board of Regents on a proposition that the professor should not be fired unless his accusers presented themselves and supported their charges with satisfactory evidence. The two Republican members voted to accept the dossier. The attorney general also said that one case in his hands had not been acted upon yet and that two teachers had already left the state. The balance, he said, were apparently dismissed for the subsequent school year without investigation or hearing.

The attorney general himself, following C.F. of T.'s protest, felt that the procedure employed was improper and that he would no longer process or transmit any other allegations from the governor's office to school districts.

Subsequently, C.F. of T. officials further confirmed the action in conferences with the governor and with the State Commissioner of Education. As a result of this the State Board of Education was called into special session and tried to undo some of the wrongful procedure by asking the governor to certify the charges his office was making against teachers. The governor refused. He also refused to

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Photo by Cloyd Teter, Denver Post Staff Photographer

Mr. Roth, Carl J. Megel, president of the American Federation of Teachers, and Richard Eichenberger, president of the Denver Federation of Teachers, interviewed by Robert Byers, one of The Denver Post's ace reporters who covered the teachers' cases. Eichenberger is a member of the Colorado Federation of Teachers professional standards committee which first investigated the cases.

## What's Ahead in

### LEGISLATION

By JOHN LIGTENBERG\*



MR. LIGTENBERG

MOST state legislatures will open their biennial sessions in January, and bills affecting public schools and teachers will be given top priority in many of them. State Federations and Locals face the all-important tasks of coordinating to support good legislation as well as defeat the bad that, unfortunately, gets into nearly every session.

Now is the time, too, to speed up work on your own legislative program, enlisting the support of legislators, school-minded groups, and the public generally. This is, in fact, a job that ought to be going on all the time, but now organized effort should be intensified.

Needed legislation important to teachers may be for better tenure, pension and retirement, state aid, certification, school building programs, collective bargaining, working conditions, and sick leave. What these should include, and which will require the most emphasis will depend on local conditions. The following, however, is pertinent:

**Tenure:** Where there are no tenure laws worthy of the name this subject may be entitled to a top priority. Unsatisfactory or badly drawn statutes may need to be improved. Generally speaking, a good tenure law will provide a probationary period of two or at most three years, the causes for which a teacher may be dismissed, procedure for dismissal, including

adequate notice, a fair hearing, the keeping of a record of the proceeding and provisions for court review.

While it is possible to provide a model tenure bill, it is almost always necessary to mould it to fit specific state codes. As in all cases of preparing legislative bills, this is a job for an expert legal draftsman.

Even where a fairly good tenure law is on the books it is necessary to keep a constant vigil for crippling amendments or even repeal. In at least one state a tenure law in effect for a number of years was repealed. In others, even in Illinois, there is agitation for repeal, especially in agricultural areas.

**Pension and Retirement:** Inadequate pensions are the rule throughout most of the states. *The American Federation of Teachers* has fought for improved retirement provisions, and believes that teachers should be able to supplement their retirement incomes with Social Security benefits under the new law. Teachers have the opportunity to decide in democratic fashion whether they wish to go under Social Security, but we believe that state and local systems should be retained and strengthened. Enabling legislation will be needed if the state is to cooperate with the Federal Security system.

**Salaries and Taxation:** The largest portion of any school district budget is nearly always the educational payroll. Hence adequate salaries are closely tied to local taxation and state aid to local schools. Every effort should

be made to prevent and remove tax limits that are too low.

Adequate salaries are not merely a matter of simple justice to teachers. The supply of good teachers in coming years, and, therefore, the welfare of the children are directly involved.

**State Aid:** A well organized campaign for increased state aid may produce results. In any case, the issue should be kept before the people. In many states the support of public education should be increased until state aid provides 50% of the total public school cost. In many areas rapidly increasing enrollments, increase in all school costs and failure of salaries to keep pace with living costs made it impossible for local districts to provide adequate education. The resources of the state must supplement local taxation to a greater degree than heretofore.

State aid should finance the additional cost of educating handicapped and exceptional children. School health services and lunch programs must be subsidized.

**Certification:** In many states certification laws are a jumble. Not until they are made consistent with the aims of education and at the same time protect the educational and spiritual investments of teachers will a certificate evidence membership in a truly professional group. Present requirements are a product of frontier conditions, are often little more than a permit to col-

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\*General Counsel, American Federation of Teachers.

## Faceless Informers

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identify the person or agency which was supplying him with the information.

Through all of this, *C.F. of T.* made a position adopted by its Executive Council quite clear to all parties.

This position was:

*That teachers were entitled to due process of law in receiving charges or allegations about their loyalty or character under the Bill of Rights of the United States.*

*That either the governor or those supposedly making charges of disloyal activities by teachers should present themselves before the respective boards of education, state their charges, and submit to questioning and cross-examination.*

*That neither the A.F. of T. nor the C.F. of T. defended the right of members of Communist or any other totalitarian conspiracy to teach in the public schools, but that all teachers as citizens are entitled to due process of law in proving their guilt or innocence of any charges against them.*

Governor Thornton in the meantime indicated to the Federation that he had another "nine or eleven cases in his safe not yet acted upon." He went further and made public statements about the teachers union and its leaders apparently wanting to "coddle Communists in the public schools." In reply, he received strong spankings in the front pages of the press throughout the state. The *C.F. of T.* and many editors condemned him for "irresponsible talk." Public opinion generally seemed to reflect unfavorably on the governor for his stand.

Taking an aggressive and forthright lead in this criticism of the governor, of school superintendents and of school boards that had acted on the anonymous charges against the teachers, was the editor and publisher of *The Denver Post*.

This newspaper, with the largest circulation in the Rocky Mountain West, and as one of the strongest defenders of American civil liberties, took an uncompromising stand against the teacher firing procedures. The editor and publisher, E. Palmer Hoyt, led the editorial battle which was waged by two of the paper's ace staff writers, Robert Byers and Thor Severson. In addition, a series of editorial and reportorial articles by Associate Editor Lawrence Martin on his first-hand investigations of such cases in other states from coast to coast, resulted in a most comprehensive newspaper sum-

mary of the problem nationally. This series, appropriately entitled: *Faceless Informers*, ran in the *Post* this fall.

There are other effects of these nameless accusations which show the dangers inherent in the use of police state methods in place of the guarantees of freedom written into the Bill of Rights. For example, the largest school district in the state, which had terminated the contract of *Teacher B*, did not stop with this teacher alone.

The district also failed to renew the contract of *Teacher D*, who had been the closest faculty associate of *Teacher B*. It took this action without stated reason and in opposition to the recommendation of the teacher's principal that the teacher's contract be renewed. At the insistence of the *C.F. of T.*, both of these teachers were finally granted interviews by Dr. Kenneth E. Oberholtzer of Denver, their district superintendent.

Then, this official met with *C.F. of T.* officials. Now, it developed, the cases were different. One was based on the report of the attorney general. But the other—the closest faculty associate—acted upon with two hours notice and simultaneously with the first—grew out of allegations that the teacher had "looked improperly" at certain other faculty members of the opposite sex and not of his color.

The superintendent said that those

*The American Federation of Labor convention in Los Angeles condemned the firing of teachers without charges or hearings, and pledged its full support in obtaining rights for teachers to fair hearings and procedures. The resolution was brought in by the Denver Trades and Labor Assembly.*

who made the allegations would not be named or asked to appear for questioning. Later the board of education of the district finally answered the *C.F. of T.*'s urgent request for fair and just hearings on the matters with "The board considers these matters closed."

Whether or not the guilt-by-association formula was applied by the district administration or the truth or untruth of the charges will ever be known remains uncertain. The complete unwillingness of the district's administration to act positively on both of these cases leaves the implication, in the eyes of Federation officials, that the charges could not be substantiated. Like the baseball umpire, the district's officials were sticking with their decision even if wrong and completely unwarranted.

Worse than this, however, is the fact that these teachers now find themselves

labeled by allegations that follow them wherever they go—whether or not valid or true.

*Teacher A* found a job in another western state on the opening day of school in a district faced with filling in a last-minute vacancy. He was taken at "face value" and no longer wishes to press his case in Colorado for fear that a renewal of the allegations will adversely affect his new job.

*Teacher B* had received a teaching position in a midwestern state but the Colorado allegations caught up with him and the school board in his new district refused to allow him the right to fulfill his contract.

Instead, he reports for duty every school day as an "extra teacher." But, now holding a contract enforceable by law, he is seeking relief in the courts. He took this action upon advice of counsel provided by the *C.F. of T.*, and has publicly stated his willingness to answer to any charges in court with the protection of due process of law.

*Teacher C* has simply disappeared from the Colorado scene—and very likely from the teaching scene as well—even though she was considered one of the best primary grade teachers in her school system.

*Teacher D*, charged with "impropriety", migrated to Canada and applied for citizenship there. He apprised Canadian school officials of the allegations made against him. They employed him without question, saying "No charges have been brought or substantiated."

In not one of the Colorado cases was the teaching performance or competence of the accused teachers brought into question. All were acknowledged to be competent.

Despite efforts of the *C.F. of T.* the ledger shows some negative effects still in force. These are:

*None of the school districts which fired a teacher without providing investigation or hearing has yet shown any positive move to act responsibly in the matters. The accused teachers are not going to be given a chance to have their guilt or innocence proved.*

*Some local boards and administrative officials were fearful even in private to discuss their actions and said they could not "risk" holding due process hearing for teachers in these times.*

*The State Education Association saw fit to take no positive action in these cases.*

On the positive side of this continuing battle by the Federation were these accomplishments:

*The governor has made no move to forward any more derogatory informa-*

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# Social Security for Teachers . . .

**A Consulting Actuary  
Explains the New Law**

By A. A. Weinberg\*

PUBLIC LAW 761, approved September 1, 1954, established eligibility for coverage under the old-age and survivors insurance provisions of the Federal Social Security Act of members of public retirement systems.

The decision for coverage rests with the State and the members of the system. Certain legislation must be enacted by the States to make it possible for the teachers to participate.

Members must then give their approval of a plan of coverage which includes social security. A majority of the members (not including pensioners) must approve the plan in order that social security may become operative.

Each group will decide for itself whether or not it desires social security coverage. A study and survey must be made of the retirement system in order to determine the type of plan that is best suited to the needs of the members comprising the system, and to establish the cost effect of social security coverage. A sound and practical plan must be formulated after a thorough study of the problem, in order that there may be no loss of rights to the participants.

This article discusses the principal provisions of the new law as it affects public employees, including teachers.

**Plan of coverage:** Any group comprising a retirement system, as therein defined, may secure social security coverage by complying with the procedures outlined in the law. The steps to be taken are:

\*Consulting actuary for the Public School Teachers Pension and Retirement Fund of Chicago and various other retirement systems for public employees. Acting President, Municipal Finance Officers Association of the United States and Canada.



**MR. WEINBERG**

1) The social security enabling legislation in effect in the State and now applicable only to public employees in positions not covered by a retirement system must be amended in order to extend its provisions to members of an existing retirement system.

2) A plan of coverage must then be enacted by the appropriate legislature body providing for (a) social security coverage for the members of the particular retirement system, and (b) the adjustments to be made, if any, in the provisions of the local retirement plan in the process of coordination of the two programs. This plan of coverage as approved by the legislative body would be subject to the approval of the

members of the retirement system under a referendum to be held as provided in the bill. To be valid, the referendum must conform to the following conditions:

- a) It must be held by secret ballot on the question of whether service in positions covered by the retirement systems should be excluded or included under an agreement with the federal government;
- b) Opportunity to vote must be given and limited to eligible employees (not including pensioners);
- c) Not less than 90 days' notice of such referendum must be given to all eligible employees;
- d) The referendum must be conducted under the supervision of the Governor of the State or an agency or individual designated by him; and
- e) A majority of the eligible employees must vote in favor of social security coverage.

A referendum does not follow automatically. A referendum need not be held if social security coverage is not desired for any retirement system.

In the discretion of the State, teachers of a public institution of higher learning may be considered as a part of the membership of the retirement system in which they now have coverage, or such teachers may be treated as a separate coverage group for purposes of social security coverage.

**Effective date:** Any agreement with respect to a coverage group will be effective as of the date specified therein except that:

- a) In the case of an agreement entered into after 1954 and prior to 1958, such date may not be prior to January 1, 1955;
- b) In the case of an agreement

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tion against school teachers to school districts.

The attorney general and the state commissioner of education will no longer be a part of any like procedure.

Although the state board of education cannot hold hearings without charges, it has decided to continue in effect the teaching certificates of the teachers involved.

The C.F. of T. succeeded in feeding factual news releases to responsible reporters, who alerted press and public to the issues and dangers to liberty involved in the cases. There was editorial support from both liberal and conservative papers. Without this these abuses would have continued unabated.

Publicizing these matters caused The Denver Post to make an exhaustive survey of almost "1,000 cases" and how they were handled in major northern and western states. The resulting series of articles received nationwide attention.

For the future, the C.F. of T. has been working to set in motion due process of law for teachers in Colorado with the following:

C.F. of T.'s annual conference adopted as its theme: "In Defense of Teachers Rights," and considered the viewpoints of key school and public officials by inviting them to attend the conference. It incorporated these viewpoints in its conclusions to be presented to local and state school officials and state legislators in 1955. Keynoting this conference was Lawrence Martin, the man who did The Denver Post survey.

C.F. of T. placed before the Denver Board of Education a two-fold request:

a. That non-tenure teachers receive statements in writing giving the reasons for possible non-renewal if such reasons deal solely with the competence and performance of their teaching duties. It also asked that such teachers be allowed to consult with an agent of their teachers' organization, a responsible member of the school administration, and a member of the board of education before final action is taken on the case.

b. That in the case of teachers without tenure whose contracts are not to be renewed due to questions of character or loyalty, they be given the opportunity for fair hearings before a third and disinterested party.

Also that the school district and teacher shall have the right to hear and

be heard and the recommendation of the third party is to be given primary consideration by the board of education before any final decision is made on rehiring.

Essentially the same proposals as given the Denver board will be placed before the 1955 assembly of the state legislature so that Colorado teachers may have uniform protection in all school districts of the state.

If American public schools are to teach the ideals, truths and guarantees of the American system of Constitutional Government, then those same schools must be operated in the pattern of that system. A public school system that is not in itself free to seek and teach the truth will by its very nature fail to build the foundations of the future for the growth and expansion of the ideals of our system.

For that reason, the Colorado Federation of Teachers has been fighting the battle of the American Federation of Teachers (in one of the 48 states) to insure that teachers shall not be deprived of their constitutional rights in their teaching positions.

## Legislation

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lect a salary and in return give but little in the way of security or status.

The laws relating to certification need to be integrated with all the other laws relating to teachers so as to create a consistent whole, which includes tenure, salary schedules, pensions, professional growth and advancement, promotions, and working conditions.

**Building Programs:** As an organization we have called for an expanded and accelerated building program. Because of increased school population this is an urgent need. We have called for massive federal aid grants to communities.

Under present conditions school building is left almost wholly to local school districts. This often puts a very great burden on the taxpayers, particularly in suburban areas. Usually their ability to provide school buildings is directly related, not to need, but to taxable resources. Except to pass laws, the states have assumed no part of this burden. Means must be found to spread the burden through state responsibility.

**Collective Bargaining:** The right to bargain collectively is fundamental to teachers' unions. Though in some places excellent bargaining relations prevail, there are still many administrators and boards with medieval attitudes. There is often little chance to educate the latter group. Therefore, laws are needed establishing the right. Local unions and state federations in cooperation with labor affiliates should introduce such laws and keep up the fight year after year until it is won.

**Working Conditions:** To a large extent all the above subjects spell working conditions. But something more must be kept in mind. Extracurricular activities, punitive and useless requirements for professional growth, restrictions on where and how to live, undemocratic administration, and a multitude of harassing and degrading feudal customs, all need attention.

Adequate sick leave provisions must be written into law. Find out what other states are doing and educate your own legislature to the need.

The above is an outline of the areas of legislation of vital interest to teachers. Your state and local unions can perform some of its greatest services by providing intelligent leadership. Your local will grow in stature and numbers as it takes its full share of the responsibility.

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## A Symposium in Which Teachers Take a Realistic Look at a Growing Problem . . .



# DISCIPLINE or DISORDER

By RICHARD J. BRETT\*  
*Moderator*

DURING the last few years the problem of discipline has become more apparent in public school classrooms of the country, especially in the secondary schools of metropolitan areas. It has been brought to public notice by the newspapers, and to the attention of administrators by teachers who feel that it should be solved for the benefit of the student majority.

The problem admittedly arises from a small but growing minority, on which rules and psychology are often as ineffective as the laws and established conventions of the community. Its manifestations are many. Classroom impediments created by the *unruly* student are known to every teacher.

No less a problem is the "gold-bricker" who sits through classes, "working hard to do as little as possible," and retarding progress of his classmates. The two groups produce other problems, including vandalism and delinquency, to the extent that the home and community are also involved.

Last year the professional standards committee of the *Illinois State Federation of Teachers* interested itself in a

study of the situation, and feeling that the teachers should be elevated to a position of dignity and importance, submitted a report to the federations convention which touched off wide discussion.

The committee felt that nothing is more important than activity in the classroom, and that the learning process can best be fostered when the teacher is free from disturbing and disruptive influence. Discipline problems make it most difficult for any teacher to be effective. Many teachers rather than submit themselves to the frustration resulting from the situation, leave the profession yearly.

In attempting to tackle the area of classroom discipline, it is important that specific recommendations, not generalities, be considered. The Illinois committee, therefore, suggested that mere attendance in school should not qualify a student for a diploma. *It recommended that certificates of attendance be awarded for poor social attitudes and lack of application.*

Such certificates should quite obviously be awarded only after a carefully planned program is established, and all students and teachers are thoroughly informed. The proposal is not wholly without precedent, since some schools have used the certificate for the educable, mentally handicapped child. To date, however, no specific information is available from communities reportedly using them for discipline purposes.

The proposal has been referred to the locals of the Illinois federation, which are also studying the entire area of dis-

cipline, throughout the school year, to submit recommendations to the next convention in the spring. Meanwhile *A. F. of T.* leaders in metropolitan areas were asked by the American Teacher Magazine to submit their recommendations for coping with the problem. Replies received follow:

**By Charles Cogen, president, New York Teachers Guild, Local 2:** Let us begin with a truism: the primary function of the public school is to provide a sound education geared to the abilities, needs, and interests of the children. The "problem student" needs more of the same, and more highly individualized.

This means, prior to and above all else, competent and dedicated teachers who can give their full time and energy to teaching. This requires adequate salaries.

In smaller classes the teacher would be able to give greater attention to each individual child, and each child would have a greater sense of belonging. We must provide the equipment—adequate textbooks, visual aids, et cetera—to make learning interesting, meaningful, and fruitful.

Special services are needed—medical, psychiatric, counseling—for the



Mr. Brett



Mr. Cogen

ties of the community. Its manifestations are many. Classroom impediments created by the *unruly* student are known to every teacher.

No less a problem is the "gold-bricker" who sits through classes, "working hard to do as little as possible," and retarding progress of his classmates. The two groups produce other problems, including vandalism and delinquency, to the extent that the home and community are also involved.

Last year the professional standards committee of the *Illinois State Federation of Teachers* interested itself in a

\*Chairman, Professional Standards Committee, Illinois State Federation of Teachers.

healthy and the maladjusted child. Adequate recreational facilities, during and after the school day, can provide an outlet for effervescent energies.

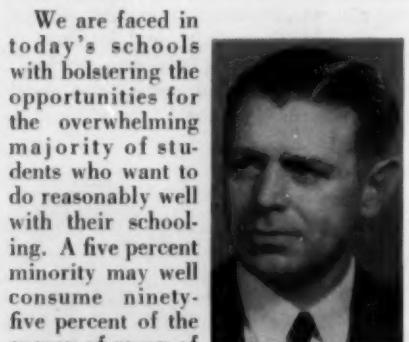
The hardened and advanced cases need to be isolated in training schools for intensive treatment. This is important also as a means of preventing them from disrupting the education of normal children.

The schools can also make important, though peripheral, contributions through contacts with other agencies including social welfare, police, judicial. These must be made to face up to their responsibilities.

Of course, all this requires much larger educational budgets. It is therefore imperative that the educational authorities dramatize and publicize these needs, in order to arouse the public and to get action from our government officials.

**By Walter S. Thomas, president, Los Angeles Teachers Union**

**Local 1021:** When American school systems surged forward in the area of compulsory free public education, emphasis was understandably focused on the attainment of the goal rather than on the involvements that would accompany compulsory education. The "goldbrickers" and the unruly cases were disposed of by the simple expedient of exclusion from the schools of a few generations ago. The philosophy of equal opportunity for everyone was swallowed whole and some indigestion has resulted.



Mr. Thomas

We are faced in today's schools with bolstering the opportunities for the overwhelming majority of students who want to do reasonably well with their schooling. A five percent minority may well consume ninety-five percent of the energy of many of the service offices as well as of the classrooms of our schools. It seems to me that a basic alteration of outlook is essential. Freedom in a democratic society should not be anarchy. Freedom is a constructive achievement of a group and it must be guarded. Freedom of the many to learn and benefit from school experiences cannot be attained if a freedom to disrupt is protected.

These suggestions are presented as possible areas or avenues for improve-

The 37th annual convention of the *American Federation of Teachers* adopted the following recommendations of a sub-committee on discipline, Kenneth Hall of Robbinsdale, Minn., chairman, brought in as part of the report of the committee on salary and working conditions, Charles E. Boyer of Minneapolis, chairman:

"Discipline in the schools has become a problem of general concern. To implement the improvement of pupil control, locals are urged to sponsor a clearly defined discipline policy fixing responsibility, to wit:

- 1) **The principal shall be responsible for discipline in the school.**
- 2) **The teachers' relation to the pupil shall be *in loco parentis*, subject to any state law.**
- 3) **The board of education and administrative personnel shall support principals and teachers in all situations arising out of disciplinary measures.**
- 4) **No stigma shall be attached to the reporting of a pupil to the principal. When a teacher asks for help, it is the principal's responsibility to:**
  - a) **help examine the case,**
  - b) **plan improved procedures, and**
  - c) **make available all the resources of the school system to aid the teacher and the child.**
- 5) **As further aids to the improvement of discipline:**
  - a) **teacher training schools should be urged to give specific training courses in practical disciplinary techniques;**
  - b) **to enable the teacher to effectively guide and direct pupils, class sizes should be held at 25 pupils;**
  - c) **administration should devise means to acquaint new teachers with the policies and routines of the building and extra duties for new teachers should be held at a minimum;**
  - d) **communication media should be used by administration to bring about parental awareness of their responsibility in school discipline.**

ment of the effectiveness of our educational program:

- 1) **Strengthen the position of the teacher by clarifying central administrative policy relative to discipline. It is customary today for the teacher to be literally on his own and on a limb if he exercises even a reasonable semblance of the role of being *in loco parentis*.**

2) **Require parents or guardians to share responsibility from the onset of unruly or goldbricking conduct on the part of students.**

3) **Develop acceptable standards of attainment that have a realistic relationship to ability, thus ending the situations in which a gifted youngster can loaf through school with A's or a handicapped youngster is put in the chronic position of failing or barely passing.**

4) **Establish special schools apart from the usual program to provide for the students who disrupt the regular school and demoralize other students, teachers, and administrators.**

5) **Inaugurate a program of counseling adequate to begin work on problems of maladjustment as soon as they appear.**

**By Edward F. Jerrow of Cleveland, O., vice-president of the American Federation of Teachers and immediate past-president of the Cleveland Teachers Union, Local 279:** The problem of unruly and goldbricking students is not a new problem. From one of the oldest pieces of papyrus preserved by the state museum of Istanbul, Turkey, we get this literal translation:

"What a pity times are not what they used to be. Children no longer obey their parents, and everyone wants to write a book." We read in our history books of numerous civilizations that have had "goldbrickers." Now, there are some easy answers:

1) **We could throw them out of school.**

2) **We could limit the people who attend the public schools to high I.Q. or hard working individuals. But, we are just not going to do this. We still have a belief that it is necessary to have a responsible and educated people if a democracy is to exist. Then what are we going to do? *In my opinion:***

**A) We are going to try to obtain more and better teachers—more because our present load is too high—and better because there is a need for strong teachers. And I believe that the public is beginning to realize this.**

**B) We will try to adjust our curriculum so that it will fit the needs of our varied students. As yet,**

**Turn to Page 16**



Mr. Jerrow



*Membership committee of the Toledo Federation of Teachers: Top, from the left, Ervin Schweinhagen, Beryl Egner, William Hawk, chairman, Josephine Addis, and Joseph Pecosk. Below: Thirza McCormick, Ann Rose Darr, Sylvia Solomon, Sue Serke, and Gertrude Le Gron. Zino Langenderfer not present.*

## How Local 250 Became a Majority Union

*The Toledo Story . . . It Began in the Depression when the United States Chamber of Commerce Tried its Hand at Promulgating Teacher Employment Policies.*

By *Marie L. Schwanke and Sylvia J. Solomon\**

PREVIOUS to 1933, Toledo's public school teachers were lolling in the arms of Morpheus, in the depths of the depression, with economic adversity and professional apathy lulling them to deeper slumber.

Then the United States Chamber of Commerce came up with one of its not infrequent nostrums to "solve school problems." It promulgated a program of 24 planks and the Toledo Board of Education promptly adopted it.

The program called for the dismissal of all married teachers, a ban on two members of the same family holding teaching jobs, a reduction in sick leave, dismissal of teachers living outside the Toledo taxing district, and a guarantee to pay only 25 per cent of salaries.

The *Toledo Federation of Teachers, Local 250*, was chartered in February, 1933, after a speaker, identity now forgotten, pointed out that teachers are "supposed to teach democracy, love freedom, and live in a country whose forebears had thrown off the yoke of tyranny."

While the arbitrary 23 planks were

quickly rescinded, the young federation went through all the vicissitudes of pioneering. One charter member, a high school French instructor, born, reared, and educated in France, was declared unprepared and unfit to teach his language.

A social science teacher was taken out of class and put to distributing towels in a gymnasium. Other "martyrs" there were, and needless to say, all of them were *T.F. of T.* charter signers.

At a time when difficulties seemed

pressure. Had it not been for Labor's assistance, the *T.F. of T.* would have been throttled in its infancy.

But in the early thirties Local 250 was successful in electing a Board of Education favorable and friendly to labor, and it has earned the respect of organized labor by participation in the affairs of its Central Labor Union and the United Labor Committee.

Its teachers have served on C.L.U. committees and two of its members have been C.L.U. officers. Delegates have been sent to all labor conventions. The fact that Toledo, an industrial city, is extremely well organized, has helped the teachers' federation immeasurably.

Toledo has passed several school tax levies in recent years, and in the campaigns for these the teachers' federation played a major role. In every levy campaign, the federation has given the school superintendent its co-operation and union teachers addressed each of the 108 A.F. of L. locals as well as the C.I.O. joint council.

The *T.F. of T.*'s accomplishments over the years have been numerous. They include the winning of a single salary schedule, dual family employment enactment rescinded, restoration of cumulative sick leave to a maximum

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\*Sylvia J. Solomon is president of the Toledo Federation of Teachers and Marie L. Schwanke is presently the federation's representative on The Toledo Board of Community Relations, and was for many years editor of the federation's *Weekly Bulletin*.

almost insurmountable, the American Federation of Labor, through its Toledo Central Labor Union, stepped in to mitigate and alleviate most of the

# Social Security

From Page 9

agreed to during 1954 or after the year 1957; such effective date may not be earlier than January 1st of the year in which such agreement was accepted by the Secretary of Health, Education and Welfare.

**Who initiates referendum:** The proposed legislation is silent on this point. This will probably be covered by an amendment to the State Social Security enabling legislation now in effect for public employees who are non-members of a retirement system. It may be provided that the referendum must be held following the filing of a petition signed by a certain proportion of the members of the retirement system, or may be initiated by designated public officials, or the referendum may be made mandatory.

**Coordination of retirement system with social security:** Various methods may be used in adjusting a retirement system for the purpose of coordinating its benefits with the old-age and survivors insurance provisions of the Social Security Act. There is no one simple plan or solution. Many complex problems exist which must be solved in order to achieve the objective of practical and equitable coordination.

Each plan of coordination must be tailored to fit the individual situation. A plan that may be practical for one group of employees may not be applicable to another. A satisfactory plan can be developed only after a thorough and careful study of all factors and conditions relating to the particular retirement system and the requirements of the employee membership. The several more common methods of coordination are:

**Offset plan:** This is strictly a method of integration. Under this plan, the social security primary benefit at age 65 of the member, would reduce the total benefit provided by the retirement system formula. If the member retires under age 65, he would receive from the retirement system the full amount of retirement pension. Beginning at age 65, the payment by the system would be reduced by the amount of the primary social security benefit by means of the offset effective at such age.

This is perhaps the simplest method of achieving coordination with federal social security but is not the most favorable from the standpoint of the employees nor the most effective in public administration. The total retirement allowance to a member would be fixed at

the rate payable by the retirement system.

There would be no advantage to a member by any future increases in social security benefits. Unless the pension rate of the retirement system is adjusted in a corresponding measure, the employees would pay increased taxes, under the prescribed social security schedule, with only the employer receiving the gain in the form of reduced allocations to the retirement system.

**Supplementation:** This type of plan would provide for the full primary social security benefit, in addition to the retirement benefit provided by the retirement system, without any reduction in the retirement system pension.

Obviously, this would be the ideal form of coverage since it would grant the benefits of the federal program in addition to the full benefits under the retirement system. But the plan would probably be difficult to achieve in view of the larger cost which it entails, both to the employees and to the employer.

Today's contribution rates under the federal program are 2% for the employees and 2% for the employer. These rates would be additional to the present rates of contribution under the retirement system. However, they are subject to periodic increase until the year 1975, when they will attain a maximum level of 4% for the employees and 4% for the employer.

**Coordination:** Under this method of bringing in social security, the retirement system and the social security program would operate as independent plans. The rates of contribution for the retirement system would be reduced to reflect the present requirements for social security.

The rates of retirement pension would also be reduced so as to give effect to the social security benefits which will become available at age 65. The combined contributions to both programs would approximate the single rate in effect in the retirement system prior to coordination.

Prior to age 65, the teacher would receive the same amount of pension as that now payable by the retirement system. Beginning at age 65, a lower rate of retirement pension would be provided. However, the reduced rate of retirement pension after age 65, plus social security, would at least be the same as the rate provided prior to coordination, and probably greater, depending upon the method of adjustment made. In addition, the teacher would receive all other benefits provided by social security.

This plan would operate with a minimum degree of dependence upon the

federal program, and would not be subject to modification by any changes in the federal plan. A different approach in the matter of social security coverage is necessary for public agencies than in the case of private enterprise. Public agencies lack the same flexibility in policy and operation that exists in private enterprise.

In order to change a retirement plan, a prescribed and extended legislative process is necessary. Legislative changes are difficult to achieve. There is also the danger that in the legislative process undesirable changes may be proposed.

Hence, the most practical arrangement is one providing for the operation of the retirement system on a basis which assures its complete independence of the federal plan. This type of plan would entail less cost burden than full supplementation.

## The following is a recommended plan of procedure:

1) The social security enabling legislation now in effect in the State be amended to strike the exclusion of members of retirement systems now provided in such legislation.

2) Methods of coordination of the retirement systems with social security be prescribed on a basis that will insure the operation of the retirement system independently of social security. This will preclude the use of the offset method of integration. Direct fusion of the retirement system with the federal program should be avoided.

3) A single plan of coordination should be established for all participants comprising a retirement system.

4) Total benefits under the plan of coordination should at least be equal to those obtained under the retirement system prior to coordination.

5) Provisions for disability and death benefits now made by the retirement system should be maintained. Conditions for retirement, if adequate and equitable, should remain without change.

6) The plan of coordination should be designed as to assure payment of the full retirement annuity prior to age 65, according to presently established rates, if an employee retires before such age, or until a member attains a fully insured status under social security, and a reduced retirement annuity after a member qualifies for social security.

7) Finally, the financial effect of coordination should be carefully appraised and evaluated in order that the established costs under the federal program may be met conveniently without impairing the financial security and stability of the retirement system.

# DISTURBANCE

*in*

## Delaware

By F. EARL McGINNES JR.\*

**D**ELAWARE, famous to generations of school children for its history, industry and size, gained a less desirable prominence recently. The disturbance that marked the attempted integration of 11 Negro students into the high school in the small, rural town of Milford, received wide notice.

While press reports of the disturbances have been reasonably accurate, something of the background of Delaware is necessary for a complete understanding of the situation.

The state is sharply divided economically, the northern part in New Castle County is highly industrial, fairly well unionized among non-white collar workers, and contains nearly two-thirds of the state's population.

The southern part is divided between the remaining two Delaware Counties, rural Kent and Sussex, where the prevailing attitudes about segregation are more in tune with those of the "Deep South."

Job opportunities for the less than 10 per cent of the Delaware population that is Negro, are extremely limited in both number and kind, and outside Wilmington where in recent years most of the movies and some restaurants have ended discrimination, all types of facilities are sharply segregated. Not only are the various facilities in the two lower counties segregated, but these counties are also marked by prejudice against certain religions, organized labor and against the state's only large city, Wilmington.

Public school segregation is written into the state constitution.

The Federation of Delaware Teachers, Local 762, chartered in 1943 and from the beginning completely integrated, has worked constantly towards better human relations, and by both proclamation and example has helped

to improve race relations in Delaware. The Local's non-segregated teacher institutes held in competition with the state educational association's segregated institutes were instrumental in finally forcing the association in 1948 to make its institutes non-segregated.

The disturbances at Milford, therefore, did not arise full blown as something radically new and strange in Delaware. Educational opportunities for Negroes in the state began to improve only about five years ago when the state courts ruled segregation illegal at the University of Delaware in Newark.

Two years ago the state supreme court ruled that Negroes must be admitted to Claymont high and Hockessin elementary schools (New Castle Co.) due to unequal facilities provided for them. The trustees of the Arden school in New Castle County voluntarily introduced desegregation despite the state constitution. At almost the same time, Wilmington parochial schools desegregated. This fall the Wilmington schools integrated elementary classes and the faculties of several schools. It is expected that action will be taken in the high schools next fall. Action has also been taken to integrate six other schools in New Castle County, so that nearly half the state has proceeded to carry out integration without final court action.

What, then, happened in Milford?

School board ineptness, local and state vacillation and indecision—and fertile ground for agitation by outside race baiters.

In this southernmost Delaware school district to try integration, the local school board, apparently acting on the advice of attorneys, decided that past court rulings on unequal facilities, would force them to accept Negro students in their high school. According to their later statements, board members figured they could keep this deci-

sion secret because they did not think any Negroes would apply for entrance to the school, nor had they submitted their "plan" for integration to the state board of education, as required.

The cat was out of the bag, however, when, contrary to expectations, some Negro students in September applied for admission. They were accepted and attended school for several days without incident.

After two weeks of school, however, word of a meeting on school integration was circulated by rumor and gossip. The meeting, called by a person or persons as yet unknown, was held in the local American Legion hall, and anti-integrationists used microphones to voice their arguments. The meeting was conducted by a resident of a nearby town, although he denied that he called the meeting.

The meeting resulted in the circulation of petitions demanding the end of integration and a deluge of phone calls to school administration and board members threatening violence to children and damage to property, if integration continued.

In the face of these threats the school board ordered the schools temporarily closed, pending a meeting with the State Board of Education. When at this meeting the state board of education upheld the policy of integration but criticized the Milford Board for failing to submit its integration plans for approval, the Milford Board interpreted this as a vote of "no confidence," and resigned *en masse*. This posed further complicated legal entanglements due to the vagueness of Delaware's laws on such an emergency. The state board, however, announced the Milford school would reopen under state jurisdiction and with integration.

But, in the meantime, the Milford anti-segregation forces had been solidified and the race-baiting White su-

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MR. McGINNES

\*Vice-president, American Federation of Teachers, and president, Federation of Delaware Teachers, Local 762.

## Discipline

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there has been too little change in the curriculum which suited the few who formerly attended schools, and who were preparing for professional lives. Much of our present curriculum is boring and ill fitted for many of our present students.

C) We should attempt to have reasonable rules and regulations in the schools, and see that they are enforced. The punishment need not necessarily be severe, but it should be sure.

D) The school and teachers should work in close relationship with the parents and community. This is not the sole job of the schools.

E) We must realize that unruliness and "goldbricking" are not limited to students alone, as this is common in the communities in which they live. We will have to expect a certain amount of it, and by constant effort attempt to counteract their ill effects.

**By Margaret Root, Philadelphia, Pa., president of the Pennsylvania State Federation of Teachers, and of Philadelphia Local 3:** The former head of the Philadelphia police section assigned to prevention of delinquency said at a meeting of Local 3 last year that it is tragic that so many youth never come up against a firm *No* until they come up against the *Law*.

The school is only one of the institutions that should say *No* at certain times. But it should meet its responsibility even while it is cooperating with the other institutions concerned in developing an overall program against juvenile delinquency.

Schools must have rules in order to function. These rules must be based on reason and must be enforced reasonably firmly, understandingly. Youth actually wants reasonable limitations that are observed consistently for its own sense of security. Normal pupils need such security; and so do the disturbed ones who need case work. Draw-backs to such effective discipline include:

First, a principal too frequently



Miss Root

makes a teacher fear he will be judged a failure if he asks for advice on a serious behavior problem; so the teacher suffers silently. But the pupils, too, pay a price and a particular case of maladjustment may remain untreated in the stages preceding delinquency.

The second point is that administrators must stick by the rules when threats and "pull" and other tactics are used to seek exceptions. Again the morale of both teachers and pupils is shot when the higher-ups bow to such strategy. Thereby are sown seeds of contempt not only for school authority, but for law and society.

*To be Continued in the February American Teacher Magazine.*

## Toledo Story

From Page 13

of 90 days, and the initiation of pay increases and pay for holidays for substitute teachers.

Also, initiation of service credits for teachers in the armed services, sponsorship of maternal leave, inauguration of a blood service bank for teachers, additional clerical help for elementary teachers, and a free day for elementary teachers at the beginning and end of the school year so that some clerical work can be done during school time.

Also, secured contracts guaranteeing 100% instead of 25% of salary and fair hearings for teachers before dismissal, which have saved the positions of three teachers in as many years, supported a move to reimburse teachers for lunch room supervision, and have been instrumental in advancing salary schedules to \$3,400-\$6,000 as of now.

The Toledo Story would be only partially told without mention of the professional standards committee report of 1954, compiled under the able direction of Chairman Genevieve Givins. This report pictures the positive accomplishments of the T.F. of T. in behalf of Toledo teachers. Some of these are:

*Principals and instructors are at work devising methods by which teachers may be given 15-minute rest periods, a request for which was approved by the school superintendent in a public address to all teachers.*

*Teachers wishing transfers within the system were urged to request them and principals were admonished not to consider these requests as reflecting on them personally or on their administration of the school.*

*Announcements of administrative vacancies will henceforth be made so that teachers may apply for them;*

*teachers won the right to membership on committees on grading, heretofore denied them; sick leave was liberalized and high school or junior high teachers may now take leaves of absence for rest, recreation, travel, or trial work in industry.*

*The dearth of elementary teachers prevented this privilege being granted to them.*

*Also terminal pay and sabbatical leave were approved by the superintendent but the legislature must enact an enabling law to bring them into force.*

Good public relations has played a vital role in *T.F. of T.* growth. The Federation now plans and participates in Democratic Human Relations and United Nations Workshops. The board of directors is represented at every civic function and its members keep posted on every school law. A result of this is the respect of the superintendent who has frequently praised the union, never discriminating against it, and has often said: "Every teacher should join the organization of his choice."

Of equal importance to *T.F. of T.* growth are union-sponsored social functions which have definitely boosted membership and promoted union solidarity and loyalty. Dinners for new teachers and for building representatives, and the annual February 11 birthday dinner are always well attended.

So, also, are our general membership picnic and square dance in the spring. Twice a year we honor our building representatives at teas. To spur new teacher recruitment, the *T.F. of T.* sponsors a rather elaborate tea dance for seniors in the school of education at Toledo University.

Summarizing, several factors have been paramount in the creation, growth, and present strength of the *T.F. of T.* These include:

Excellent, persistent, early-day leaders who refused to accept defeat; the assistance of organized labor, particularly the strong Toledo A.F. of L., and C.I.O. locals, and the nationally famous Toledo Labor-Management committee with its well-known success in the arbitration of disputes.

Other healthy factors have been an impartial superintendent of schools and favorable publicity assisted by the *A.F. of T.*'s public relations service, in both press and radio.

These are some of the ways Toledo became a majority local. The *Toledo Federation of Teachers* hopes its experiences and activities can be an aid and a guide to the achievement of this goal for those other locals still striving to attain it.

# Union Teacher Talk



MEMBERS of the *Balboa Federation of Teachers, Local 227*, and of the *Atlantic Teachers Union, Local 228*, have received salary boosts under a single salary schedule plan which brings their annual salaries up to those paid in Washington, D.C., plus 25 per cent for service outside continental United States. Both areas are under federal jurisdiction.

The third and final phase of the Canal Zone pay schedules gives teachers with bachelors' degrees pay ranging from \$4,300.50 to \$6,905.05; and those with masters' degrees, \$5,020.25 to \$7,239.73. Yearly salary increases, however, are now spread over an increment period of 16 years. Formerly the spread was over a 12-year period.

The former pay scales, computed on the basis of level of school grade taught rather than educational qualifications, range from \$4,300.50 to \$6,505.05 for teachers in elementary and junior high schools. Teachers in senior high school were paid from \$4,723.05 to \$6,949.23. The new scales involved no downgrading of any teacher's salary.

Brig. Gen. J. S. Seybold, governor of the Canal Zone, approved the increases. President of Local 227 is J. Stuart McNair; of Local 228, Carl F. Maedl.

The new schedules apply uniformly to teachers in all grades from elementary to junior college. They resulted in salary increases of from \$400 to \$500 a year for teachers with master's degrees.

organized in 1942 with 22 members.

Now, with a membership of 155, the local is circulating a membership appeal describing its accomplishments and goals to non-union teachers in Eau Claire.

Local 696 is now aiming for \$200 to \$600 raises, minimum and maximum. Also it is seeking sabbatical leave with half pay for study or travel; one free period daily for high school teachers; and reduction of class sizes.

during the spring, if such a hearing were requested.

The board also agreed to post notices of vacancies occurring in the school system in order to enable qualified applicants to apply for them, and fixed payday on the last working day of the month instead of the last calendar day. A request that salary schedules be made public also was granted.



**A**NCHEORAGE (Alaska) *Federation of Teachers, Local 1175*, eliminated a number of teacher problems in meetings with the school board in the territorial city recently.

Ended by negotiations was a so-called "Free Week" during which Anchorage teachers reported for a week of scheduled duties before going on the payroll. Also, it was mutually agreed that the 1954-55 contracts would be extended by three days to 180 days and that each teacher would be paid \$90 for the extra days.

The Board agreed with the teachers' stand that teachers are hired to teach and not to do clerical work. It recommended that more clerical workers be hired in at least two schools and that it would approve the hiring of more clerical workers if it was deemed necessary.

An Alaska law provided that all school contracts must read that no penalty will accrue to the school board when a drop in enrollment to such a point that a teacher is no longer needed, results in dismissing the teacher. Pending Federation action to get the law repealed, the Anchorage board agreed to guarantee 30 days' notice under such terminations.

An increase in pay for some extracurricular activities was also approved, and the board guaranteed a fair hearing to any teacher dismissed during the year or notified of non-retention

**A** RESOLUTION passed by the convention of the *Empire State (N. Y.) Federation of Teachers* in Kingston, N.Y., condemned the "wanton example of disrespect for law" shown by Delaware parents who "encouraged and aided" their children to violate the spirit of the U.S. Supreme Court's desegregation decision in the disturbances that marked integration attempts in the state. It also expressed "its amazement" that the governor, J. Caleb Boggs, "failed to give immediate and necessary support to the law enforcing authorities as his very oath of office requires him to do."

The resolution also expressed the Federation's "highest commendation" of authorities in other communities who are "quietly, courageously and determinedly" putting the Supreme Court's decision into effect.



**A** STUDY made in California by a *California State Federation of Teachers* member has shown that teachers' retirement and pension laws have a distance to go before they are as good as the retirement laws affecting other state employees in California.

The study was the result of exhaustive research by Hank Clarke, member of the *Napa County Federation of Teachers, Local 1222*. It will be used to give force to California teachers' argu-

## SALARIES quadrupled.

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These are some of the accomplishments of the *Eau Claire (Wis.) Federation of Teachers, Local 696*, since it

ments in favor of improved pension and retirement laws.

vice-president of the *American Federation of Teachers*.

raise maximums from \$4,200 to \$4,800 per year by 1957.

**N**IN a move to increase membership and form the nuclei of new locals, the *Indiana Council of Teachers Unions* has revised its constitution to permit the inclusion of members-at-large teaching where locals do not exist in the state.

**T**HE trade union premise that participation in civic activities pays off for members and their unions is borne out by a four column spread with a picture about Louise Rauch, president of the *Peoria (Ill.) Federation of Teachers, Local 780*, which appeared in the *Peoria Journal*. The story, by staff writer Frank Barry, described the activities and purposes of the Peoria federation.

**T**HE *SYRACUSE (N.Y.) Federation of Teachers, Local 905*, is publicizing what it has accomplished for Syracuse teachers in connection with a membership drive. Citing its work for higher salaries, overcrowded classrooms, and other problems, it reminded non-member teachers that they also benefit from all these efforts.

The Syracuse Board of Education, prompted by a petition from the Federation, reversed itself on the dismissal of a number of substitute teachers, some of whom had long service in substitute status.

**T**HE *Washington State Federation of Teachers* has a full battery of legislative proposals in readiness for presentation to the state when the lawmakers meet in January, 1955. The proposals include limiting first class sizes to 20 pupils, a statewide minimum salary schedule, tenure protection against unjust dismissal and improved retirement benefits.

The Federation will also propose a measure asking for the repeal of the state sales tax on food and clothing. A companion measure will advocate an amendment to the state constitution permitting passage of a graduated net income tax. Authorization for a study of the possibility of extending social security coverage to Washington teachers will also be sought.

**M**R. Sylvia Solomon, president of the *Toledo (Ohio) Federation of Teachers, Local 250*, welcomed new teachers and building representatives at a party given by the Local recently and attended by some 200 members and their guests. Principal speaker was Raymond Peck, executive secretary of the *Ohio Federation of Teachers* and

**A** NEW teacher in Detroit—and old ones too—have a helpful friend and ally.

It is the *Detroit Teacher*, a newsy, informative and helpful tabloid newspaper published by the *Detroit Federation of Teachers, Local 231*. In one edition a number of box "sidecar" stories offered aid and advice to teachers. One asked "Are You Perplexed?" Teachers were asked if they were puzzled about their status; about their probationary contract; how much authority the principal has over them, and what rules govern leaves of absence, transfers, etcetera. Then they were told to contact the Federation for any help or advice.

Another asked "Are Your Classes Unruly?" "Do Your Lesson Plans Misfire?" These too advised teachers to call the Federation for "free and confidential advice" by the Federation's counseling service.

A box story said "As a Detroit Teacher You Should Know This." It then went on to give the lowdown on teachers' rights about joining organizations; school mail boxes and bulletin boards; raising and spending school funds, election of building representatives on charity drives, and availability of official information.

Another story quotes a poem by A. A. Milne in an effort to convince new teachers that "Things would get better," and they'd soon be as complacent amid the hubbub as the "Old-Timers" seemed to be.

**M**EMBERS of *Woonsocket (R.I.) Teachers Guild, Local 951*, won a compromise wage increase of \$200 per year for the three years beginning in September, 1955. The increase will

**C**OUNTY Superintendents of Schools in Illinois may not require teachers to pay dues to or belong to any educational organization as a pre-requisite to obtaining tickets to any county institutes.

This was part of an opinion by the legal consultant to the Illinois Superintendent of Public Instruction in 1949 on such matters.

But it was recently resurrected by the *Lake County (Ill.) Federation of Teachers, Local 504*, after the local discovered that some teachers had been led to believe that tickets to an institute were necessary and could be obtained through membership in a specific educational organization. The opinion held that no superintendent can force membership in any educational organization as a pre-requisite for attending institutes, "certification, registration of certification, etc."

**C**ONTRA COSTA County (Calif.) *Federation of Teachers, Local 866*, is being aided by its Central Labor Council in its fight to simplify its bargaining system with the local school board. The local has been negotiating in the past with two boards—one for elementary, one for high schools, which meet jointly to discuss matters concerning high school teachers.

**T**HE University of Chicago, in an effort to reduce the current shortage of qualified teachers, has cut tuition for teachers or substitute teachers in elementary and secondary schools

#### WANTED

**H**ousemother—Complete maintenance in agency-furnished residence in Chicago with privacy, maid service, etc. Salary in addition—range: \$150.00 to \$220.00 per month. Superior working conditions as houseparent for group of 6 to 8 emotionally disturbed children. Husband expected to continue with outside employment. Training and/or experience in work with children desirable. **WRITE: MORRIS H. PRICE, Assistant Director, Jewish Children's Bureau, 231 S. Wells St., Chicago 4, Ill.**

## Leaving for Europe in Nine Months?

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**Scandinavian Traveling Seminar, Anne Sorensen and Karen M. Jorgensen, 1790 Broadway, New York 19, N.Y.**

who wish to enroll there by 50 per cent. It has inaugurated also a Center for Teacher Education to coordinate university facilities for teacher education.

paid an extra amount equal to half of their accumulated sick leave. Under the new provision a retiring teacher with a balance, for example, of 60 days accumulated sick leave, would receive a check equal to 30 days pay.

For a teacher with a master's degree and at maximum schedule, the payment would amount to about \$460.

**T**HE Chicago Teachers Union, Local 1, has sent to the General Superintendent of schools an 11-point program designed to meet the growing problem of discipline in schools.

The program called for a class size of no more than 25 pupils; expert attention for discipline problems; administrators and parents realization of their duties in the disciplining of mal-adjusted children; a program to orient and help the new teacher confronted with disciplinary problems, and augmentation of the Child Study Department increased use of psychologists.

Also, three way conferences—teacher, principal and parent—on problem children; compilation of case study material to be used strictly for the child's benefit; administrative efforts to educate parents and the public on their responsibility for their children's behavior; and beginning of a visiting teacher department to effect better understanding and communication between school and home in cases not involving truancy.

**T**HE death of one of her former pupils, killed when the jet plane he was piloting crashed in the mountains near Tokyo, recently evoked the accompanying poem from Eunice Davis, pen name Delvin Davis, publicity writer for Local 111, Portland, Ore. Teachers' Union:

### From His Teacher

*They are my children, too; a lend-lease  
Of love unmeasured, a rich heritage;  
And when God calls one of them home,  
I know that He has foreclosed my  
mortgage.*

**F**ORT WAYNE (Ind.) Teachers Council, Local 700, David Cramer, president, has won a salary increase, other benefits, and an agreement to reopen negotiations in May from the Fort Wayne school board. After lengthy and trying negotiations Local 700 obtained a \$320 across-the-board salary increase to begin in January. In the interim period from September to December each teacher was to receive a \$10 per month increase.

Hereafter, Fort Wayne teachers retiring with 30 years experience will be

*At presstime the following A.F. of T. locals in addition to those listed in the November Bulletin, reported having made their quotas in this year's membership drive: In Illinois, the Granite City Community, West Frankfort and Moline Federations of Teachers, Locals 743, 817 and 791; Vocational Teachers Federation of Denver, Colo., Local 203, and Osseo (Minn.) Federation of Teachers, Local 1212.*

**A** provocative theme—"Education—A Vanishing Art?"—keynoted the Detroit Federation of Teachers, Local 231, Metropolitan Teachers Institute. The teachers heard a former British Broadcasting Corporation official discuss "Harnessing TV for Education." Dr. Charles A. Siepmann, chairman of the department of Communication at New York University, and for 12 years a developer and director of BBC educational and public service programs, briefed the teachers on the new medium. They also heard James G. Crowley, Washington, D.C., radio commentator and news analyst, comment on the national scene. Antonia Kolar, president of Local 231, chaired the luncheon session of the Institute and Jessie Baxter, president of the Michigan Federation of Teachers, extended greetings.

**T**HE convention of the Pennsylvania Federation of Teachers met in what was once a notorious "company town" and anti-union stronghold—Hershey, Penna.—for its annual convention. The convention discussed "Problems of Combining Retirement Plans with Old Age and Survivors Insurance," and recommended by vote that: all locals study OASI and the state retirement law; OASI should be in addition to retirement plans, and that special bulletins on the problem would be prepared by the state federation.

The convention also voted to seek retirement improvements from the 1955

state legislature. Margaret Root is president of the federation.



THE United States is not the only country plagued by lurid comic books and bad literature in the hands of children.

The *Bulletin of the International Bureau of Education*, in Geneva, Switzerland, noting school activities in various countries, lists a resolution passed by the Irish National (primary) Teachers Congress "requesting the government to prohibit the importation of low-grade comics."

In Switzerland the Zurich station of the Swiss Broadcasting Company opened a competition to all children aged 12 years or over to collect and destroy the "greatest possible number of unwholesome or doubtful publications . . ."



AMONG the welter of school problems confronting the nation there is a less recognized and publicized one—seeing to it that schoolchildren are taught the important job labor has played in the history of the United States.

A recent article, "What will They Learn about Labor," in *The Railway Clerk*, publication of the Brotherhood of Railway and Steamship Clerks, Freight Handlers, Express and Station Employees, points up this problem.

Noting the "good job" business and industry have done in presenting their contributions to the country, the article appeals for a similar effort to teach Labor's part of the story to the nation's children. It stresses that many of today's schoolchildren are the working people of tomorrow and their education should acquaint them with the fact that the improved working and living conditions they accept as normal are the results of tough and bitter action by labor, hard won in the past against often bitter opposition.

The national shift to suburban living and a consequent shift to more conservative thinking that could easily become anti-labor—even in workingmen's communities—is cited as another reason for increased efforts to get labor's story across to students, the article said. It added in closing:

"To prepare for the future is the task of today and there is no better place to start than including labor's story in the education of our citizens of tomorrow."

IF you are a public high school teacher in Alabama, Georgia, Indiana, Minnesota, Nebraska, New Hampshire, Tennessee, Vermont or Washington and meet certain other qualifications, you may apply for one of a maximum of 20 John Hay Whitney Fellowships in the Humanities.

The teacher selected will follow individual programs in the Humanities at either Columbia or Yale University for the academic year 1955-56. One purpose of the Fellowships is to "make available to individual public high school teachers the opportunity to pursue a year's work which will have as its purpose to broaden their outlook and enrich their teaching."

Applicants must be at least 30 years old, but not over 45 at the time of application, have at least a bachelor's degree, five years of high school teaching experience, the last two in the present employing school system, be a permanent instructor whose major responsibility is classroom teaching at the high school level, have demonstrated the personal and professional qualifications necessary for him to profit by the Fellowship, and be nominated to the Foundation by the employing superintendent of schools or other authorized nominating official who, generally, knows the applicant's abilities as "a teacher of broad humanistic interests."

Applications must be made to the John Hay Whitney Foundation, 630 Fifth Avenue, New York 20, N.Y., before December 15, 1954.

## Delaware

From Page 15

premacist, Bryant Bowles, had moved onto the scene to further stir up hatred. Mass meetings were called in the area. Several local "leaders" came forward to "volunteer" as officers in Bowles' National Association for the Advancement of White People. Local people joined at a membership fee of five dollars a head. A lucrative racket was thus set in motion. Bowles and his followers ceaselessly preyed upon local prejudices and kept the five dollar fees rolling in.

The virus spread into other communities and observers reported that all the old familiar and long discredited canards about Negroes were voiced and religious prejudices were aired. Bowles' speeches were inflammatory but he carefully avoided saying anything for which he could be prosecuted.

Chief result of his work, however, was the organization of an attendance boycott of the high school. When the state reopened it, only one third of the students appeared. Crowds gathered, and were kept in an ugly mood by Bowles and his cohorts. Through the whole spectacle, state officials suffered a severe paralysis of the sense of responsibility, taking no action. There was no support for the law-abiding citizens who sent their children to school and were threatened for it. Bryant Bowles continued his activities, and education in many districts of Sussex County came to a standstill. Boycotts

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had been instituted in other county schools also, even though in most of them segregation was not an issue.

After a week of boycotts and general disorder, came the most shameful of all the episodes. The governor, the attorney general, and the state board stood by and allowed or even abetted the legally questionable appointment of a new local board opposed to integration. The new board dismissed the 11 Negro students, and the capitulation to the mob forces was complete. Mr. Bowles had won.

The Federation of Delaware Teachers sent a letter of strong protest against the vacillation and inaction of both local and state authorities in the matter to the Governor, J. Caleb Boggs, and the attorney general.

The letter demanded strict enforcement of compulsory school attendance laws; state police action against crowds illegally gathered on school property if local police do not act; dispersal of meetings obviously intended to incite mob action and arrest of the speakers; and dismissal of teachers and school officers who incite students or parents to break the law.

This criticism by Local 762 was not without support. Both the Delaware State Federation of Labor and the Wilmington Central Labor Union, as well as many civic and church leaders in New Castle County, voiced their indignation of the weakness on the part of responsible authorities.

Following much criticism, Attorney General Young instituted court action against the NAAWP, seeking to revoke its charter and has twice caused the arrest of Bowles who both times was freed on bond. He has also filed "friend of the court" briefs with the National Association for the Advancement of Colored People in a suit to force the Milford school board to permit the 11 Negro students to re-enter the school.

At this point it seems highly unlikely that there will be any change in the segregated status of Milford schools before the first of the year. Equally unfortunate is the fact that smooth, orderly progress toward integration for such a large proportion of Delaware's children should be overshadowed by the failures in one district.

#### WANTED

**Teacher—Creative and understanding person to teach children with emotional problems in experimental school. Training and experience with grade school children required. Write Dr. C. Gershenson, Jewish Children's Bureau, 231 South Wells Street, Chicago.**

## N.Y. Federation Honors Lefkowitz



*Dr. Abraham Lefkowitz (second from left), legislative chairman of the Empire State (N.Y.) Federation of Teachers, receives citation honoring him at state federation's convention in Kingston, N.Y. Presenting citation is Eliot Birnbaum, federation president. Looking on, Mrs. Harriett Pease, assistant legislative representative, and Michael Aronica, president of Kingston Teachers Federation, Local 781.*

The Empire State (N.Y.) Federation of Teachers honored Abraham Lefkowitz, state legislative chairman and 42-year teacher union veteran, at its annual convention in Kingston, N.Y. Lefkowitz, a Brooklyn high school principal and a teacher for 50 years, retires next June.

A citation presented to him at the banquet said: "For a lifetime of devotion to the welfare of his profession and his country; for his vigorous, courageous and unselfish service to the children, the teachers, the under-privileged and the inarticulate, the Empire State Federation of Teachers does award this citation to Abraham Lefkowitz, beloved colleague, undaunted protagonist of democracy in education, pioneer teacher unionist. In testimony of our personal esteem, for his unassailable integrity and his living faith . . ."

Eliot Birnbaum, state federation president said, in presenting the citation, "Social Progress is possible only because of men and women of vision, purpose, and dedication. We are honoring such a person tonight."

Lefkowitz, in a speech, blasted "enemies of freedom" and of education, and said education must "play a vital role" if democracy is to "cope successfully with the Communist challenge."

He warned that unless the "public makes herculean efforts to persuade purblind public officials adequately to

finance public education so that creative, inspirational teachers can be attracted to teaching and unless administrators encourage fuller teacher participation in moulding school policies, our schools will be transformed into centers for an increasing number of me-too mediocrities."

He took issue with leaders who have used the current anti-Communist hysteria to "quench all unorthodox or liberal thinking—once the pride of America."

"By these attacks," he said, "they have inspired fear in timid members of boards of education and especially in teachers who lack tenure protection." He called for "supporters of freedom to make a united onslaught upon these 'publicity-seeking madmen' to stop the besmirching of the good name of America and thus inaugurate a much-needed spiritual regeneration."

He called the nation's schools "the best institutions for preserving our democratic traditions and developing social ideals. We must make these impregnable against attacks from the left or the right. Spiritual leaders have isolated themselves too long from the mainstream of life and have left opinion-moulding to isolationists and fascist-minded reactionaries."

He said that "Teachers of America; in cooperation with so great a social force and friend of public education, as organized labor must fight reaction."

# New Books

## Of Interest To Teachers

**HELPING HIGH SCHOOL STUDENTS READ BETTER, 146 pages.** By Elizabeth A. Simpson, director of the reading service, Illinois Institute of Technology, Science Research Associates, Chicago, Ill., publisher. \$3.60. Paper, \$2.95. *Less for two or more copies.*

A program manual for teachers and administrators, pointing out that in a "typical high school, too many students are not reading to capacity," and "as a result, some students are failing in their courses; others are dropping out of school." It contains suggestions on how teachers can assist students, slow, average, and superior; recommends materials and methods for setting up reading improvement courses, while listing aids, tests, devices, books and other reading materials.

**THE DEMOCRATIC CLASSROOM, A GUIDE FOR TEACHERS, 112 pages.** By Lucile Lindberg, Ed. D., one of a series of Columbia University Teachers college studies in education; Bureau of Publications, Teachers College, Columbia University, publisher. \$2.75.

For teachers who are concerned about developing more democratic procedures and who have already done some experimentation. The book is based upon the premise that if the democratic process is to be effective it must be taught as a basic part of school programs. The book suggests ways of working through which children may

learn the skills they need for democratic living. Examples culled from Dr. Lindberg's own experience and visits to other classrooms are given. Many of these latter were in schools where experimentation was not encouraged.

**SCHOOL AND CHILD, A CASE HISTORY, 217 pages.** By Cecil V. Millard, research professor of Elementary Education at Michigan State College and also Director of the Child Development Laboratory of the college. Published by the Michigan State College Press, East Lansing, Mich. \$3.75.

A new approach to the research field in elementary education and the evaluation of child development. The lack of research in the field prompted Prof. Millard to describe and analyze childhood behavior during the crucial time of elementary education.

The book deals with one child observed over a period of many years, and attempts to trace principles as seen in the life of that child, but is not a "case history" as such.

"It is believed that Mr. Millard has succeeded in his purpose of illustrating a procedure for understanding and interpreting manifest child behavior at the pre-adolescent stage through the uniqueness of the data used and the way in which they are handled."

**DICTIONARY OF LINGUISTICS, 238 pages, compiled by Mario A. Pei, of Columbia University, and Frank Gaynor, contributing editor, Britannica World Language Dictionary. The Phil-**

*osophical Library, 15 E. 40th St., New York, N. Y., publisher. \$6.00.*

This book is intended as a reference work for students and workers in the allied fields of grammar, and language study, philology, and historical linguistics, phonetics, phonemics and structural linguistics. It includes brief descriptions of little-known languages whose names keep cropping up in linguistic literature.

**THE MASTER TEACHER AND HIS CRAFT, 50 pages.** By Ben Rust, president of the California State Federation of Teachers; Floyd Lyle, 222 W. Highland Av., San Bernardino, Calif., publisher. 50 Cents.

An exposition of the educational trends and problems that have stripped the classroom teacher and his craft of the autonomy, independence and dignity both should have.

Mr. Rust asserts the validity of the concept of the teacher as a craftsman while pointing out the uniqueness of the craft in that its "productivity" cannot be measured in "erg units" and stressing the importance of the development of a good teacher-pupil relationship as a prime consideration in the craft and in worthwhile education generally.

Mr. Rust touches upon a wide variety of teacher and education problems ranging from academic freedom to good classroom working conditions in this exposition of the need for the classroom teacher to have *dignity* in his craft.

## Bremerton Local Wins Better Tenure

**The Bremerton (Wash.) Federation of Teachers, Local 336, has won major gains in tenure policies.**

Florence Justin, Local 336 president, led negotiations in which the teachers obtained what is regarded as the strongest tenure protection in Washington state.

Tenure advantages under the new rules are: Earlier warning notice of contemplated non-renewal of contract; requirement of written summaries, by both parties, of teacher-principal conferences regarding unsatisfactory work; and opportunity for Board review of

cases before any action is taken.

The inclusion of the new provisions in the agreement resulted from the dismissal of a junior high school teacher, last spring. The Federation had vigorously protested the unfair procedure of both administration and Board which included giving the teacher only 24 hours to decide whether to resign or be fired.

Under Bremerton rules, a complaint serious enough to affect the rehiring or discharge of a teacher must be in writing and signed by the person making the complaint. A teacher whose con-

tract is not to be renewed must be informed by written statement giving the reasons.

Following the notice, the teacher may request a review of the case before the Board in executive session, and the teacher and person selected by him may attend the meeting.

If following such a review the Board refuses to rehire or discharges a teacher, the teacher, or not more than two representatives for him, may appear before the Board in formal hearing, to present his case.

# Guest Editorials

**THE American Federation of Teachers**, an AFL affiliate, has made it a part of its national policy to oppose the summary discharge of teachers on hearsay evidence and without the teacher being informed of the charges against him.

**From The Arizona Daily Star**

This action, it was learned, was brought about by recent incidents in Colorado which were openly fought by E. Palmer Hoyt, publisher of *The Denver Post*, who contended the actions were violations of the civil rights of the teachers involved.

The individuals and the details of the cases which brought about this resolution are not known to us, but the basic idea of the resolution by the teachers' federation is sound.

Too frequently in recent years we have watched the use of hearsay evidence, which is no evidence at all, and the usual follow up of innuendo used to strike at individuals or groups.

This business of giving vicious gossip the weight of truth, long anathema to American ideals of justice, has recently crept into many official and unofficial actions and often in high places as the American people permitted themselves to become almost hysterically frightened by Communism and its followers.

This fear, this willingness to accept hearsay as fact, and to act upon it, opened the way for the demagogue who found a ready-made audience for his scare tactics, his unfounded charges and irresponsible attacks.

Such methods, used in the field of government and education, worked no benefit for the people of the United States, but often did great damage to innocent individuals.

In the meantime, the really dangerous infiltration of both government and the education field by those who would use their positions to tear down both the government and the people's belief in it, had to be met by other more responsible agencies, proceeding on more legitimate lines of inquiry and with a real regard for the individual's rights.

To defend the right of the individual to a fair trial, to be informed of the charges against him and to be faced by his accusers is not to defend either Communism or any of its works.

Instead it is a defense of one of the basic rights of a free people which goes back beyond the Constitution of the United States, but which was carefully written into that document by the men who drafted it.

It is this important right which should ever be observed, whether the defendant be in a Magistrate's court or whether

he is being questioned by a committee of the United States Senate. Once we forget the importance of honest evidence honestly presented, we will have thrown away one of our essential freedoms.

Hearsay evidence, gossip and innuendo will in the end be as dangerous to those who use them as they will to those they are used against.



**THOSE** Orange taxpayers who are resisting the school district's efforts to strengthen its financial structure with a program of tax equalization may well hearken to the words of Carl Megel, president of the *AFL American Federation of Teachers*.

**From The Orange, Texas Leader**

In an interview with Labor's Daily last week, Megel made these observations:

For 20 years we as a nation have been setting a disgraceful record of neglect in the education of our children.

During the depression of the '30s we thought only of survival. And during the inflation of the '40s we concerned ourselves with productivity and profits.

So today 37 million boys and girls are going to school in worn-out buildings, in overcrowded classrooms, and are being taught by overworked school teachers.

We are short 300,000 qualified teachers. Temporary certificates are being given to teach (in some states) after completion of one year of college work.

Our total population is increasing at the rate of 2½ million a year and our school population is increasing at the rate of 1½ million a year.

All in all, Megel summarizes, more and more boys and girls are being crammed into overcrowded classrooms so that teachers can teach less and less day by day.

Here in Orange—and in most of the rest of Orange County—determined school boards and hardheaded school administrators have made long strides toward setting up and maintaining an adequate program of public education.

But at almost every turn their efforts have met resistance by small groups of taxpayers unwilling to bear a fair share of the cost of keeping America democratic through education.

# the boy and the Star

*He is old enough now to know that the ornament on the tree is more than simply a star . . . to understand the deeper meaning of Christmastime.*

*Now he knows that it is love that has been shining on the tree year after year, the love that has wrapped and held him . . . that has given him food and warmth and laughter and the promise of joy to come.*

Life's great reward is the privilege of giving security to those we love—yet it is possible only in a country like ours.

And, think: When you make *your* home secure you are also helping make America secure. For the strength of America grows as the number of its secure homes increases.



**Saving for security is easy! Read every word—now!** If you've tried to save and failed, chances are it was because you didn't have a *plan*. Well, here's a savings system that really works—the Payroll Savings Plan for investing in U. S. Savings Bonds. This is all you do. Go to your company's pay office, choose the amount you want to save—a few dollars a payday, or as much as you wish. That money will be set aside for you before you even draw your pay. And automatically invested in Series "E" U. S. Savings Bonds which are turned over to you.

If you can save only \$3.75 a week on the Plan, in 9 years and 8 months you will have \$2,137.30. If you can save as much as \$18.75 a week, 9 years and 8 months will bring you \$10,700!

U. S. Series "E" Savings Bonds earn interest at an average of 3% per year, compounded semi-annually, when held to maturity! And they can go on earning interest for as long as 19 years and 8 months if you wish.

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